**CURRICULUM MAP Language 6 Grades 11-12**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Language 6: Vocabulary Acquisition and Use**  Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **Grade 11-12 Specific Standard:**  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Students will be able to independently expand their general and specialty vocabulary. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How does the exploration of other disciplines and concepts improve knowledge? * How does the independent examination of complex language prepare us for the rigors of college and beyond? * How does gathering vocabulary independently help students’ foster better understanding of the English language? * Why should we build a broad lexicon? * Why is it important to know a variety of words?   **Topical Questions:**   * How do different groups (social, career; class) use a specialized vocabulary? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to read, write, and articulate ideas using academic language * The need to adapt oral presentation to context * The difference between formal and informal use of language * The effect of rhetoric in political speech | **Students will be able to. . .**   * Use and acquire vocabulary that is of academic nature when speaking and writing * Comprehend academic language when listening and reading * Identify context and adjust language accordingly * Use formal English in the appropriate context * How to make political speeches/using the art of rhetoric |
| **CONTENT:** | |
| *Teaching Grammar in Content,*  *The Writer’s Handbook,*  *Painless Grammar by Rebecca S. Elliot*  *Practical Grammar and Composition by Thomas Wood*  *The Blue Book of Grammar by Jane Straus* | |
| **VOCABULARY:** | |
| Domain specific | |
| **ASSESSMENT / EVIDENCE:** | |
| * Vocabulary Journals – Students will maintain a vocabulary journal, where they list and define complex vocabulary words they find in their reading and in “the world” (advertisements, television, newspapers, magazines, songs, etc.). * Written Response – Use lists of content-specific vocabulary terms to incorporate into their writing about content. * Short Answer Responses – Use a dictionary to complete short answer vocabulary questions such as matching, sentence completion, and synonym/antonym identification. * Revision – Revise their writing to replace bland vocabulary with more descriptive and sophisticated language. * Lists – Compose a list of Tier II” (Zwiers) vocabulary or Performance Verbs used in tasks from various subject areas. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| Specific to literature piece | |
| **RESOURCES:** | |
| *The Writer’s Notebook, Teaching Grammar in Context, Painless Grammar by Rebecca Elliot* | |
| **TECHNOLOGY INTEGRATION:** | |
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